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Montana SCHOOLS
September/October 1991

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Nancy Keenan • Superintendent
Office of Public Instruction
Vol. 35, No. 1

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Second Class
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USPS 601690

Children's Television Workshop

SESAME STREET VISITS MONTANA. As part of Sesame Street's curriculum to promote appreciation of racial and cultural differences, Big Bird and crew will spend a week with Montana's Crow Tribe this November. Story on page 3.

New OPI department will emphasize educational technology and distance learning

To emphasize and address the growing need for integrating telecommunications, computer networking, and distance learning technologies in Montana schools, Superintendent Nancy Keenan has created a new Department of Educational Technology within the Office of Public Instruction.

In announcing the formation of the new department, Keenan said, "Technology offers the most powerful, cost-effective means of transforming our schools to meet the needs of our students. It holds tremendous promise, especially for a large, rural state such as Montana. The new department will help bring this promise alive in Montana by expanding and equalizing the opportunity to communicate knowledge, experience, and information through technology."

Keenan has appointed Scott Buswell to direct the new department. Buswell, who joined Keenan's staff in 1989, has worked in management information systems for the past 16 years. "Scott Buswell's technological expertise, organizational abilities, and enthusiasm will keep Montana at the forefront of the nation in telecommunication activities," Keenan said.

Keenan also commended OPI's Ron Lukenbill for pioneering the vision of effective distance learning in Montana. Lukenbill will join the new department as METNET curriculum specialist and Star Schools coordinator.

Star Schools and METNET

The Department of Educational Technology will coordinate the Star Schools program and the Montana Educational Telecommunications Network (METNET).

The federally funded Star Schools project is an integrated telecommunications network of computers, modems, telephones, and satellite dishes connecting students and teachers throughout Montana, Alaska, Idaho, Oregon, and Washington.

METNET is a cooperative venture between the Montana Department of Administration, Office of the Commissioner of Higher Education, and the Office of Public Instruction. This statewide distance learning project was created to bring new educational opportunities to K-12 students, Montana University System students, vocational-technical centers, and community colleges. METNET will also provide inservice training for educators and give telecommunications and computer networking capabilities to schools, state agencies, and public libraries.

Created in August, the new department is already working hard to open up communication and bring distance learning opportunities to Montana. Here's a look at some of the department's current activities:

Assistant Superintendent Scott Buswell will direct the new Department of Educational Technology.

METNET inservice training: The department has contracted with Helena Public Schools/EDUNET to provide inservice training in educational technology for Montana teachers and administrators. (EDUNET is a Helena-based distance learning school that provides courses via computer, modem, and phone line.) At least 40 workshops will be conducted throughout the state during the 1991-92 school year. The training will include information and hands-on activities using telecommunication resources. College credit will be available. Information about the workshops will be sent to school districts in October.

EDUNET will also provide unlimited consultation over the phone, at no cost to schools, for Montana schools in need of assistance. You can contact Paul Dorrance or Lee Holmes of EDUNET at 442-0085.

METNET electronic bulletin board: The Department of Educa-

(Continued on page 2)

Message from Nancy Keenan

Welcome back to school! Like you, the Office of Public Instruction is fired up for another new year.

While our enthusiasm isn't dampened by news of the impending state budget cuts, it has certainly made life more challenging. As you know, the governor has mandated that all state agencies cut their budgets by eight percent because of state revenue shortfalls. For OPI, that means a $1 million reduction in our general fund for fiscal year 1992.

I strongly oppose any cuts in school programs. Instead, I have provided the governor with a "menu" of possible reductions from which he could choose. By the time you receive this newsletter, the governor will have made his decisions.

I informed the governor that the foundation program and special education are statutorily protected from reductions. Cutting school lunch or adult basic education would cost the state millions of dollars in federal matching funds. Cutting the state's share in school transportation funds would result in a direct increase in local property tax levies and create even greater disparity in the state.

Gifted and talented and secondary vocational education, unfortunately, are not protected. We could easily lose eight percent of these crucial programs, if not more.

As far as administrative funding, OPI will reduce travel and equipment expenditures and hold the line on other expenses. And while we can continue hiring for federally funded projects, we won't be able to fill some critical vacant positions, including math specialist, assessment specialist, elementary curriculum specialist, and art education specialist. This is painful, but the only option is to lay off current staff.

How did Montana get into this budget crunch? The state budget for fiscal years 1991, 1992, and 1993 was built on revenue estimates that turned out to be unrealistic—to the tune of $73 million. One of the most dramatic shortfalls was in individual income taxes. We may be seeing the effect of low-paying jobs and underemployment. Montanans are working, but their income levels have not grown, so our state income tax base has not grown.

To me, this points more clearly than ever to the importance of education and technological advances that will allow Montanans to compete in regional, national, and international markets while living far from major population centers. The health of our state economy and tax structure depends on our ability to train lifetime learners to network with these larger markets while remaining in Montana.

We are already on track with OPI's new Department of Educational Technology. This new department will also help OPI staff continue to provide services even in the face of budget cuts. While we won't be able to travel to your schools as often, the new METNET bulletin board system will help bridge the gap. We will weather this storm, and it will make us stronger for the challenges ahead.

Have a memorable and fulfilling year!

Nancy Keenan

Montana students to vote on tobacco sales to minors

House Bill 849, enacted by the 1991 Montana Legislature and signed by the governor, provides "for a referendum in October 1991 for Montana students enrolled in grades 7 through 12 to decide whether retailers should refuse to sell cigarettes and tobacco to persons under 18 years of age."

Almost 400,000 deaths a year are attributed to the use of tobacco. Many physicians consider it America's number one health hazard. The U.S. surgeon general has warned the American public about health hazards involved with smoking, and the response has been more "no-smoking" buildings, many "tobacco-free" schools, and "no-smoking" airline flights.

The U.S. Department of Health and Human Services has stated, "Tobacco use is the most important single preventable cause of death in the United States, accounting for one of every six deaths." It is a major risk factor for diseases of the heart and blood vessels, bronchitis, emphysema, a variety of cancers, respiratory infections, and stomach ulcers.

Montana does not have a law prohibiting youths under 18 years of age from purchasing tobacco products. From adolescent health surveys, we know Montana youths use tobacco products, both cigarettes and smokeless tobacco.

House Bill 849 seeks to gain input from the students themselves as to whether or not they think tobacco products should be sold to them. The referendum will be given to all students in grades 7-12. All public schools are required to participate; private, accredited schools may also participate. The referendum will take place the second week of October. Results will be tabulated and turned in to State Superintendent Nancy Keenan by November 1, 1991.

Superintendent Keenan will then notify the director of the state Department of Revenue that the referendum was either approved or rejected.

If the referendum is approved (tobacco products should not be sold to minors), the Department of Revenue is to inform all retailers who sell cigarettes and tobacco products in Montana that the referendum has been approved and ask retailers to post prominently a sign stating, "Out of respect for the wishes of Montana junior and senior high school students as expressed in the Montana Tobacco Referendum 1991, this store voluntarily agrees not to sell cigarettes and tobacco to persons under 18 years of age. Your cooperation with our Montana students' vote against tobacco sales to minors is appreciated."

For more information on the Montana Tobacco Referendum, call Spencer Sartorius, Health Enhancement Division Administrator, Office of Public Instruction (444-4434). ■

Department of Educational Technology staff

- Mary Hartman, 444-2765: METNET and Star Schools administrative support;
- Betsy Nordell, 444-1626: METNET Bulletin Board System Coordinator;
- Ron Lukenbill, 444-2080: METNET Curriculum Specialist and Star Schools Coordinator;
- Bob Morris, 444-3031: METNET Network Design and Telecommunications Manager;
- Gale Kramlick, 444-4411: METNET Assistant Networking and Telecommunications Specialist;
- Steve Meredith, 444-3563, Satellite/Apple Macintosh Computer Specialist;
- Fran Briggeman, 444-3448: METNET administrative support;
- Scott Buswell, 444-4326: Assistant Superintendent, Department of Educational Technology;
- Jack Copps, 444-5643: Deputy Superintendent, overall department supervision.

New department will emphasize educational technology

(Continued from page 1)

tional Technology has installed an electronic bulletin board system (BBS) to help Montana educators and students communicate with one another. During the next year, METNET BBS regional systems will be installed in each of the nine METNET regions (Northwest, West, North Central, Hi Line, Central, Northeast, Southeast, South Central, and Four Rivers) and several higher education system sites. According to Buswell, the new BBS is a substantial improvement over the former Goliath system, which has been discontinued.

How to register for the METNET electronic bulletin board

Educators can register to participate in the METNET BBS by calling 1-800-346-8654 toll free outside Helena, or 444-2068 in the Helena area. Participants can use any computer, a 1200-, 2400-, or 9600-baud communications modem, and their communications software to participate on the BBS. Communications software settings of eight data bits, no parity, and one stop bit should be used to communicate with the BBS. If this is Greek to you, call Betsy Nordell (444-1626) or Bob Morris (444-3031) of OPI, or Paul Dorrance or Lee Holmes of EDUNET (442-0085) for help.

Within 48 hours of registering for the BBS, your registration will be confirmed and your rights will be established to access the BBS. If you encounter any problems, call Nordell, Morris, or EDUNET. ■

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POSTMASTER: Send address changes to Office of Public Instruction, State Capitol, Helena, MT 59601.

OPI turns its focus to accreditation

With the implementation of the new Montana School Accreditation Standards, the Office of Public Instruction is obligated to complete on-site reviews of each Montana school by the end of this century. The Office of Public Instruction is gearing up to meet this goal by making accreditation a major focus of activity.

While some discussion continues as to effective dates for meeting the standards, OPI has already begun working toward providing more help to schools and monitoring schools' efforts to meet the time lines established by the Montana Board of Public Education.

As a part of this process, Superintendent Nancy Keenan has announced the reorganization of OPI's Curriculum Services and Accreditation departments into one unit.

The Department of Accreditation and Curriculum Services will be under the direction of Assistant Superintendent Gail Gray. Accreditation will function directly under Gray's direction, while Nancy Coopersmith will administer the coordination of curriculum specialists and other OPI staff in the process of support and monitoring.

Gail Gray will direct the Department of Accreditation and Curriculum Services.

"Montana's progressive accreditation standards place our schools on the path toward the excellence envisioned by those who spent years of effort in attaining their adoption," said Keenan in announcing the new structure.

"I am proud of our standards and excited about helping schools meet them. Covering the length and breadth of the state to visit 900 schools by the year 2000 presents a herculean task for the Office of Public Instruction, just as complying with the standards presents a challenge to schools. By turning OPI's main focus to accreditation and by working in partnerships with schools, we can all meet the challenge." ■

$2,000 wellhead protection contracts available to schools

At least 145 schools in Montana operate their own public water supply. That means they have a well or spring, and they monitor the quality of the water according to requirements of the Montana Public Water Supply Act.

In many cases, the ground water that supplies these wells and springs is close to the surface and lies below permeable, sandy or gravelly soils. This means the water could easily be contaminated by things that happen on the surface, such as the application of fertilizers and pesticides to the lawn.

New Environmental Protection Agency (EPA) guidelines soon will require more frequent and extensive monitoring so that schools will know as soon as possible about contamination of their drinking water. Of course, what that boils down to is more expense for schools.

Is there any way to control these rising costs in a time of tight budgets? Montana's Water Quality Bureau (WQB) says, "Yes." Each school that establishes a wellhead protection plan to safeguard the purity of its water supply may be placed on a monitoring schedule that requires less frequent testing than schools without a plan.

A wellhead protection plan defines the area around the well that supplies its water. The plan lists things people do that might pollute the water. Then it suggests ways to encourage people to protect the water. Finally, it plans what to do in case the water does become contaminated.

The WQB suggests that schools consider creating the plan as an interdisciplinary project. It could be a valuable learning experience in science, math, social studies, composition, speech, and art. The end product would be a real asset to the school and community.

The WQB is looking for one elementary school and one junior high or middle school to do demonstration projects. The agency is offering a $2,000 contract to each of these schools to develop a wellhead protection plan and document the process for the use of other schools.

The two schools that win the contracts will have plenty of help. Specific guidance and materials are available from EPA. Curriculum aids have been developed. State ground water specialists and Office of Public Instruction specialists will provide assistance. If your school has a creative staff that would like to lead on this project, contact Carole Mackin, Wellhead Protection Program, Water Quality Bureau, DHES, Cogswell Building, Capitol Station, Helena, MT 59620 (444-2406). Mackin will supply contract bid materials and get you started. Contract bids must be in the WQB office by 5:00 p.m., February 28, 1992. Contracts will be awarded in March 1992 for the 1992-93 school year.

Schools that complete this project will be considered for the regional and national President's Environmental Use Award. Winning schools may send a student and a sponsor on an all-expense-paid trip to Washington, D.C., to receive the award. ■

Sesame Street comes to Montana

The month of June found some unusual characters in Pryor, Montana. Big Bird, the Count, and other members of the Sesame Street cast and crew were in town to film a Sesame Street series featuring the Crow Tribe. The series will air this November.

Tom Singer of the Children's Television Workshop, which produces Sesame Street, explained that the Crow series is part of Sesame Street's efforts to foster appreciation of racial and cultural differences. Last year, Sesame Street focused on African Americans; this year it is exploring American Indians; in following years the show will focus on Latin and Asian Americans.

According to Singer, the Children's Television Workshop chose Montana for the series to introduce viewers to a part of the country Sesame Street has never visited in its 23 years on the air. The Crow Tribe was chosen because of the richness of its culture and language.

The series features the Bear Claws, a Crow family that lives on Sesame Street. The family decides to travel back to the Crow Reservation to expose their young son to his cultural roots. While in Montana, the Bear Claws and friends explore such Crow cultural aspects as extended family, respect for elders and the natural world, and ranching. Sesame Street characters learn hand games, watch riding and roping, eat Crow cuisine, and see a tepee being set up. In one episode, the Count learns to count in the Crow language. "It's great advertisement for bilingual education," according to Bilingual Specialist Angela Branz-Spall of the Office of Public Instruction.

In developing the script, Singer said, the Children's Television Workshop worked closely with Crow advisors to make sure the script accurately reflected Crow beliefs and culture. The series will show contemporary as well as traditional life, and it will emphasize diversity of culture and beliefs within the Crow tribe and among various other Native American tribes.

Singer and his crew spent two weeks in Montana in June filming the series on location. "It was a marvelous experience," Singer said. "I sensed a real sense of combined purpose among the Crow people."

Singer said race relations will be the dominant theme in all of Sesame Street's materials, including coloring books and magazines. The Children's Television Workshop developed its race relations curriculum "to help young ones understand that differences are okay," Singer said. A major impetus behind the curriculum, he said, is the growing concern over racial tensions in the United States.

Singer said the series is also timely because of the upcoming 500th anniversary of the Columbus expedition. "Lots of attention will be given to European expansion to the western hemisphere," he said. "Not many of us think about the fact that there were 10 million people already here living rich lives when (Columbus) got here. Lots of people don't register that, the way history has traditionally been taught."

Sesame Street kicks off its new season November 11, when the Bear Claw family begins making preparations to go to Montana. The actual Montana experience will air November 15-25 (check local listings).

As part of the outreach that will accompany the Crow series, the Children's Television Workshop will send information on how to play Crow hand games to local public television stations. The Workshop also has materials for teachers about discussing race relations with students.

For information, contact Cheryl Gotthelf, School Services Department, Children's Television Workshop, 1 Lincoln Plaza, New York, NY 10023. ■

Children's Television Workshop

"I would love to learn to count in Crow," says Sesame Street's Count. Check local listings for Sesame Street's adventures in Montana this fall.

New drop-out prevention program comes to Montana

A drop-out prevention program for low-income and potential first-generation college students in grades 6-12 comes to Montana this fall. It's called Project Discovery. Through a year-long series of workshops, college visits, cultural enrichment activities, and community service, Project Discovery students learn to build their self-esteem, stay in school, and make postsecondary education a reality.

Since its inception in 1979, Project Discovery has served over 5,300 students; less than one percent of them have dropped out of high school. In 1990, 73 percent of the program's graduating seniors went on to attend postsecondary education. Remaining participants enlisted in the military, enrolled in vocational schools, and entered the workforce to financially prepare themselves for college costs.

This fall, Opportunities, Inc. of Great Falls, a community action agency, implemented Project Discovery in the Browning community through a cooperative effort with colleges and universities and the Browning School District.

Younger members of Project Discovery join "Discovery Groups," which serve as early intervention catalysts and positive peer support groups for disadvantaged sixth to eighth graders. These students participate in activities that include campus visits, cultural events, career education, and experiential workshops on topics such as life planning, communication skills, and choosing high school courses.

High school participants in Project Discovery's College Option Orientation Program visit college campuses and learn about life planning, study skills, admissions procedures, financial aid, and choosing a college. They attend cultural enrichment activities, receive SAT fee waivers, and participate in community service.

According to Curt Campbell of Opportunities, Inc., a key to Project Discovery's success is the involvement of individuals and institutions working together to provide enriching experiences for the students. Colleges furnish meals, lodging, and workshop leaders; local churches, businesses, and community groups support the program through cash and in-kind donations; public school systems cooperate by referring students to the program and sharing resources such as transportation. Parental involvement is also a vital part of the program.

For further information, contact Curt Campbell, Youth Services Coordinator, Opportunities, Inc. (761-0310). ■

Wecome back, John Voorhis!

Dr. John Voorhis, who worked as accreditation/certification director for the Office of Public Instruction from 1972 through August 1989, is back.

Voorhis will work as an independent contractor with OPI from September 1 through December 31, 1991. He will serve as a field representative to school administrators in the south central, southeastern, and northeastern areas of Montana, working under Deputy Superintendent Jack Copps.

"Dr. John Voorhis has graciously consented to return to the Office of Public Instruction as a consultant," said Superintendent Nancy Keenan in announcing Voorhis's return. "His return will greatly improve the flow of communication, particularly with eastern Montana administrators. This will allow OPI to respond much more quickly to concerns and issues."

Voorhis's services will include such projects as the following: Effective Schools Program, federal programs (AIDS/Health Enhancement Education), accreditation standards, certification standards, METNET, Star Schools, curriculum development and assessment, special education, and legislative matters.

Historical Society offers a variety of tours and field trips for Montana classrooms

The Montana Historical Society is reaching out to help bring teachers and students closer to the roots ofMontana's rich, varied past.

The Society's Education Office offers three "focused field trips" this school year. These field trips combine prepared teacher activity guides with guided tours of the Montana Homeland exhibit at the Historical Museum.

The focused trips immerse students in state history by providing background materials, selected readings from original sources, historic photos, and maps. Students complete an activity guide in the classroom before the museum visit and are allowed to work with a special collection of artifacts and reproductions not available to the general public.

Focused field trips include the following:

Montana Indians (grades 3-6): Students will study artifacts and history and discuss how Native Americans adapted to twentieth century Montana while trying to preserve their rich cultural traditions.

Home and Community (grades 3-6): People have made their homes in Montana for over 10,000 years. A cave, tepee, log cabin, Victorian mansion, sheep wagon, and a 1930s kitchen are among the exhibits in this presentation. Students will consider the lives of people from hunter-gatherers to modern times and discuss why people chose to live as they did.

Work and Technology (grades 7-10): Montana's history is a history of people using tools to survive and adapt. Students will study the development of technology from the atlatl (a spear-throwing tool) to factory-produced tools used by fur traders, miners, farmers, and ranchers.

The Society also offers a 45-minute general tour for classes that do not request a focused field trip and for grades 11-12. To help introduce younger students to Montana history and give them a first contact with artifacts and reproductions, the Education Office provides a special "touch and feel" tour for grades K-2. Tours of the Mackay Gallery of Charles M. Russell art are also available.

Because of increasing interest in focused tours, teachers should make reservations at least four weeks in advance. Other tours should be reserved at least two weeks in advance. Reservations are taken on a first-come-first-served basis, so teachers should make reservations as soon as possible in the school year.

There is no charge for the tours, but a small fee is required for each focused activity guide. Teachers can purchase the guide and make copies .

To make tour reservations, contact the Education Program, Montana Historical Society, 225 N. Roberts, Helena, MT 59620 (444-4789). The Society offers these tips for organizing a successful tour:

- Spring is the busy tour season, so call as far in advance as possible if you plan to visit in spring.
- Before you write or phone the Society, have alternative dates and times prepared in case your first choice is taken. Check your school calendar and bus availability; know the number of students expected, grade level, and type of tour desired; and have a daytime phone number for a contact person at your school. ■

Montana History Day contest slated for spring

In 1492, Columbus . . . well, you know the rest. And Montana history students will tell the rest of the story during the 1991-92 History Day contest, sponsored by the Montana Historical Society and endorsed by the Office of Public Instruction.

The topic for this year's competition is "Discovery, Encounter, Exchange in History: The Seeds of Change." It is intended for, but not limited to, studies involving the Columbus expedition, according to Historical Society Education Officer Joan Haefer.

"The theme doesn't just mean it's about Columbus," Haefer said. "It's about anything where discovery, encounter, and cultural exchanges took place."

Such things as the migration of black people from south to north, scientific changes that affected history, or the coming of immigrants to certain jobs or areas are possible topics, Haefer said.

Packets with complete information on Montana History Day will be sent to schools this fall. The state competition will take place in late April or early May 1992. Haefer said it isn't too early to begin planning research topics for this year's competition.

Sod home near Big Sandy, 1914. (Mont. Historical Society)

Montana students have traditionally done well at the national competition in Washington, D.C. Seventeen Montana students competed in the national finals last school year, with Josh Wood, Emily Nay, and Erik Turner of C.R. Anderson Middle School of Helena being judged outstanding Montana entries. ■

Opportunities for online learning abound in Montana

Montana teachers and students have a variety of electronic bulletin board (BBS) services available for their use during this school year. There are many benefits to be gained from using the services available in our state.

Five local systems in Montana carry K12Net for students and teachers. K12Net is a network that carries message areas for core academics and areas for special projects for both elementary and secondary levels.

K12Net has participants in Europe, United Kingdom, Soviet Union, United States, Canada, and Australia. The academic areas included in K12Net are social studies, health and physical education, tech education, science, business education, computer literacy, special education, life skills (home economics and other life skills classes), language arts, art, music, math, TAG (talented and gifted), and foreign language areas—Russian, French, Spanish, and German. Students do their writing, discussions, and conversations in these languages.

There is also an area named Teachers Chat where teachers can discuss needs, problems, and possible academic solutions with other educators throughout the world. A K12NEWS area keeps teachers current with technical and telecommunications advances they may not have available from the usual printed sources.

The bulletin board systems in Montana that presently carry K12Net include the following: Russell Country BBS in Hobson, modem number 423-5433, 1200, 2400, 9600 baud available, system operator Cynthia Denton; Pioneer Telegraph in Miles City, modem number 232-4602, 1200, 2400 baud available, system operator Loretta Andrews; Silver Bow BBS in Butte, modem number 723-5870, 1200, 2400 baud available, system operator Don Plessas; Bitterroot BBS in Hamilton, 363-5451, 1200, 2400 baud available, system operator Anne Yenne; and Mountain Valley BBS in Butte, 723-5419, 1200, 2400 baud available, system operator Kris Mihelich. You can access these systems simply by calling and signing in. Leave a message for the system operator that you are an educator or student and would like to participate in K12Net. We hope to see more Montanans online participating in this rapidly growing, world-wide educational network.

EDUNET, based in Helena, teaches classes online. Their 1991-92 catalog of classes is now available by calling the Edunet office at 442-0085. Paul Dorrance and Lee Holmes will be able to answer your questions and help you arrange classes for your students. EDUNET provides classes for students when their school either cannot or does not offer them.

Big Sky Telegraph at Western Montana College in Dillon also has online classes and many message areas that are quite helpful for both teachers and students. They have a large number of lesson plans, articles from professional sources, and valuable research data on file.

Big Sky Telegraph also makes it possible for users to access information and resources from the Western Montana College Library. A class is offered online for learning how to use telecommunications in the classroom. Big Sky also has a software library available for loan to participating teachers. Frank Odasz is the system operator, and Lee Hoyrup is the resource coordinator for Big Sky Telegraph, modem number 683-7680, 1200 baud; 683-7685, 2400 baud; 683-6880, 9600 baud.

The Russell Country BBS offers a class for those wanting to learn to use HyperCard on the Macintosh. The modem number for Russell Country BBS is 423-5433, voice number 423-5505.

There are also bulletin boards at the Great Falls Public Library, modem number 791-1303, and the Lewis & Clark Public Library in Helena, PC-SIG Public Domain CD-ROM, data base modem number 442-2377.

The Montana Office of Public Instruction's bulletin board system, METNET, is available at modem number 444-2068 for local calls and 1-800-346-8654 for long distance calls. The METNET system has a wide variety of conferences in which teachers of all disciplines can participate.

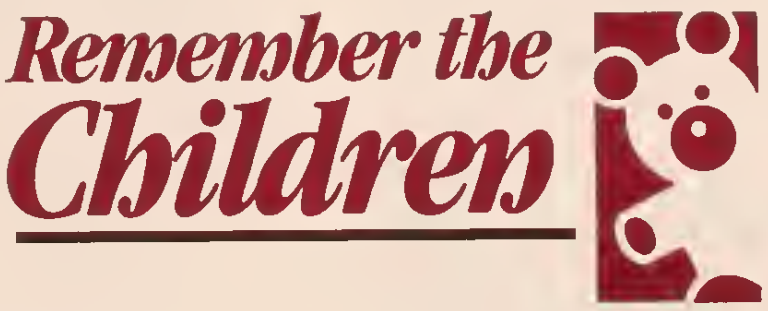
There will be additional bulletin board systems established during the course of this academic year that may be a local telephone call for you.

I encourage educators to experience this medium and become a participant in the electronic educational classroom of the world. Technology of the 21st century is here today, for both the student and the teacher! ■

—Cynthia Denton, Business Teacher Hobson High School

Remember the children—mental health begins at birth

As caring individuals active in the educational system, you know how important good health is to our children. Special efforts are being made within Montana's schools to keep our young people healthy and make them aware of their health care needs as they grow.



It is important to remember that *mental* health is one of the key elements, along with nutritious food, shelter, adequate sleep and exercise, immunizations, and an unpolluted environment, to being a healthy individual.

Mental health begins at birth and needs to be nurtured all through life. Life has its ups and downs at any age, and each of us deals with stress in a different way. The first step in learning to cope with stress is to become aware of its dynamics; then we must learn how to recognize its symptoms and how to reduce and control the stress levels in our lives.

Even children can have emotional disorders, behavior disorders, and mental illnesses. In general, these problems seriously affect a child's ability to learn and grow at the same level as his or her classmates. They can rob the child of important developmental stages, affect interaction with other children and adults, and ultimately threaten the child's capacity to reach the fullest potential.

As with physical illnesses, mental illnesses vary widely and have different symptoms and treatments. Unfortunately, there are no regular examinations developed yet to tell whether or not a person is mentally healthy. We must all become more aware of the warning signs and symptoms of mental health problems and take steps to appropriately treat problems at an early stage. Early recognition and treatment may arrest the progress of a mental health problem for you, a family member, a friend, or a child with whom you work.

Private and public mental health professionals are available to help when needed. School psychologists and counselors, special education teachers, and therapists are among those in the school system who can be contacted with questions, for help, or for referrals.

To help you and others learn about mental illnesses and how to be mentally healthy, the Mental Health Association of Montana (MHAM) offers a number of brochures to individuals upon request. Some of these brochures address needs for good mental health, treatment needs, adolescent depression and suicide, and the anorexic or bulimic teenager. A new publication answering questions about "troubled and troubling" children is "A Guide for Families Seeking Help for Their Children with Emotional Disturbance." Special brochures written for teenagers deal with self-esteem and surviving stress. Other helpful brochures such as "Getting Help When You Need It" and "Building Self Confidence" are contained in two series called "Coping" and "Feelings and Your Child."

Brochures on specific illnesses, stress, tensions, and self-assessment are also available through the MHAM, including a new brochure called "Women's Changing Roles: Finding a Balance for Mental Health."

For more information, call the Mental Health Association of Montana at 442-4276 in Helena or 1-800-823-6426 (MHAM). For single copies of brochures, send a self-addressed, stamped ($.54) envelope to: MHAM, 555 Fuller Avenue, Helena, MT 59601. ■

—Joy McGrath, Executive Director, MHAM

Asbestos reinspection required for schools

All schools with known or assumed asbestos-containing building materials were required to develop a management plan by May 9, 1989, and to implement that plan by July 9, 1989.

Once a plan is implemented, the school must be reinspected by an Environmental Protection Agency-qualified inspector once every three years. Therefore, all schools with asbestos problems must have their first three-year reinspection by July 9, 1992.

In addition, the school must conduct six-month surveillance inspections on an ongoing basis if it has or is assumed to have asbestos-containing building materials.

For more information, contact Jim Whealon, Office of Public Instruction (444-2413). ■

KUDOS!

Congratulations to the following Montana students and educators for their contributions to education and for keeping Montana at the top of the national roster for educational excellence!

All-USA Academic First Team
Once again, a Montana student has been named to the All-USA Academic First Team, sponsored by *USA Today*. Thomas Hudgings of Gardiner High School won a place on the 20-member 1991 First Team by developing a way to measure sediment in water by optical methods. Elton Ringsak of Butte High School won an honorable mention.

Chapter 1 honors
Montana was the only Rocky Mountain state to have two Chapter 1 programs honored by the U.S. Department of Education this year. The Huntley Project and Hardin Chapter 1 reading programs received 1991 Secretary's Initiative awards at the International Reading Association Convention in May. Only 105 programs nationwide were selected for this outstanding recognition. Chapter 1 director Nicholas Scheuring and teacher Kathy Wilkinson received the award for Huntley Project. Hardin recipients were director Marlene Walking Bear; teachers Jerry Guay, Kathy Parks, Luena Lent, Pat Pitsch, and Mollie Kelleher; and aide Janice Eckman.

Top cook
When Gladys Berg first started cooking at the school in Whitewater 46 years ago, she had no refrigerator. Her sink was in the top of a 50-gallon barrel, and she had to pump the waste water out the window.

Berg, who started the hot lunch program in Whitewater in 1945, is retiring at the age of 86, but she still plans to help out with baking when the school needs her. For her many years of service, Berg was honored this summer at the Montana School Food Service Association conference.

Gladys Berg

Humanities fellows
Three Montana educators are among the 178 humanities teachers and 10 principals selected nationwide by the Council for Basic Education as 1991 National Fellows for Independent Study in the Humanities. The program offers $2,000 fellowships for four weeks of independent study in the humanities for principals and $3,000 grants for six weeks of study for teachers.

Montana winners include Stephanie Baca of Flathead Senior High School in Kalispell, who will study encounters between Spanish and Native American thought and culture; Michael Smith of Huntley Project Junior High in Worden, who will study Montana's vigilantes; and Patricia Smith of Billings Senior High, who will explore two American innovators, Jack London and Frank Lloyd Wright.

For applications for the 1992 fellowships, contact the Council for Basic Education, Independent Study in the Humanities, 725 15th St., NW, Washington, DC 20005.

Outstanding drug-free school
Browning Middle School has been recognized as one of 56 outstanding drug-free schools by the U.S. Department of Education. Browning's program is the first Montana drug-free program to receive national recognition. See related article on page 10.

Presidential Scholars
Trixie Schroeder of Belt High School and James Stewart of Loyola Sacred Heart High School have been named as Montana's Presidential Scholars for 1991. Schroeder named Jim Wichman of Belt High School as the teacher who had the greatest impact on her accomplishments; Stewart named Beverly Williams of Loyola Sacred Heart High School.

Academic Excellence Awards
The Montana High School Association has named the 1990-91 winning schools in its Montana Power Academic Excellence Awards. One academic champion was honored in each of the four athletic classifications: AA, A, B, and C.

Butte, Fergus (Lewistown), Loyola Sacred Heart (Missoula), and Peerless high schools had the highest grade point averages in their respective classifications among the state's 183 MHSA member schools. Runners-up included Flathead (Kalispell), Colstrip, Bigfork, and Kremlin-Gildford high schools. Winners were determined by averaging the grades earned by students who took part in the sport, music, and/or speech-drama programs offered by each school during the 1990-91 school year.

Peace essay winner
John VanDyck of Charles Russell High School in Great Falls represented Montana at the National Peace Essay Contest in June. VanDyck won first place in the state-level competition, for which he received a $500 college scholarship and a trip to Washington, D.C. The essay contest is sponsored by the U.S. Institute of Peace.

Future Excellence winners
Karen Ahmann of Laurel High School and her resource room work-study students were selected as winners of the 1991 Discover Card Future Excellence Competition. The competition challenges students to create a business plan that will help solve a community problem. Ahmann's class won for devising an innovative recycling program. The award included $1,000 for putting the recycling plan into action, plus $500 for Ahmann herself.

Community improvement award
Scholastic Action magazine ran a nationwide contest in 1991 for students who have done something to improve their communities, and Travis Stringer of Medicine Lake High School won first place. Stringer won the award by saving his community from the indignity of grafitti: He painted over the grafitti on huge grain bins and other structures in the community with his own brilliantly colored, freehand designs. Stringer's artwork has become a source of pride for his community as well as a tourist attraction, and it has launched an art career for this student who discovered his talents in the course of the grain bin project. Stringer's first-place prize included a tour of New York City's art museums.

First-year teacher award
Angela Kantorowicz, a Havre teacher, and Connie Gage of Lewistown have been selected as two of 100 teachers nationwide to be recognized for their first-year teaching accomplishments in the 1991-92 Sallie Mae First-year Teacher Award. The award is sponsored by the Student Loan Marketing Association. Both Montana teachers were recognized in *Newsweek* this fall and were awarded $1,000. ■

"Neighbors drug free & proud" Red Ribbon Campaign

The National Federation of Parents for Drug Free Youth, Inc. (NFP) is an organization of concerned individuals dedicated to increasing the number of drug-free youth by empowering them to lead productive, healthy, drug-free lives.

The Office of Public Instruction joins the Montana NFP State Affiliate, Montana Communities in Action for Drug Free Youth, Montana Department of Justice, and Montana Department of Corrections and Human Services in sponsoring the Montana Red Ribbon Campaign.

The Red Ribbon Campaign originated when federal agent Enrique Camarena was murdered by drug traffickers in 1985. The red ribbon became the symbol of the struggle to eliminate the demand for drugs, just as the yellow ribbon symbolized the demand for peace and release of hostages in war and postwar times. The red ribbon symbolizes a commitment to a healthy, drug-free lifestyle with no use of any illegal drug and no illegal use of a legal drug.

The Office of Public Instruction invites all Montana schools to take part in Red Ribbon Week, October 19-27, 1991, by wearing and displaying red ribbons, by attending one of the Red Ribbon Rallies in Billings (October 21), Missoula (October 22), Helena (October 23) and Great Falls (October 25), or by creating activities for your school and community.

For more information, contact Joanie Cassidy, Montana Communities in Action for Drug Free Youth (723-4001). ■

Software for schools

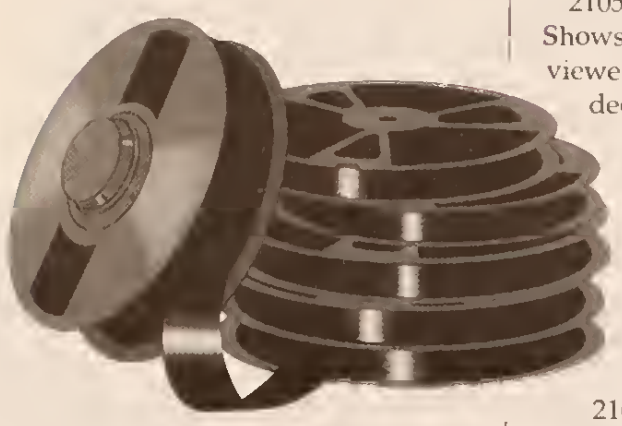
The Office of Public Instruction has signed an education site volume pricing agreement allowing schools to purchase Lotus software products at a discount. These products can be purchased directly through OPI.

Wordperfect also offers three education programs at special rates for schools. These can be purchased through authorized dealers.

The Office of Public Instruction has sent each school information on procuring these products. For more information, contact Fran Briggeman, OPI (444-3448). ■

New from OPI's Audiovisual Library

The following new titles have been added to the Office of Public Instruction's Audiovisual Library. You can schedule these videos either through your schools's film coordinator or by calling Jim Meier, OPI Audiovisual Library, 442-3170.



Traffic Education

21053: **Be Safe on Your Bike.** Emphasizes helmet use, safe riding skills, proper riding position, and the enjoyment of cycling from everyday riding to competition cycling at a velodrome.

21054: **Getting to School the Safe Way.** Shows youngsters important pedestrian skills needed on today's busy streets and sidewalks, from basic attention skills to the importance of common courtesy.

21055: **A Matter of Time.** For most drivers, having an accident is "a matter of time" unless they apply the defensive driving principles discussed in this video. Forward side scan, following distance, night driving, and proper perceptual skills are reviewed.

21056: **Driver Awareness.** Shows 35 traffic scenes in which viewers have four seconds to decide whether the statement made about each scene is correct or incorrect. An answer sheet is required. After the test, correct answers are reviewed.

Health, Physical Education, Drugs

21057: **Three Steps to Drug-free Schools.** Designed for use by K-8 teachers as a reference point for assessing your school's prevention program. Shows how teachers without formal training have the skills needed to teach prevention.

21058: **Drug-free Schools and Children.** Designed for use by school administrators and teachers. Describes the policy handbook and work sheets, the program, why it was developed, and how to use the handbook.

21059: **How to Raise a Drug-free Child.** Narrated by Mary Tyler Moore, this video describes the who, where, and why of drug use; describes what drugs and drug paraphernalia look like; gives symptoms of use and tips on raising drug-free children. Designed for use by teacher or parent groups.

21060: **Whatever Happened to Dick and Jane?** Harry Edwards, toxicologist for four major hospitals, relates his experiences with drug and alcohol use and abuse. The video describes short- and long-term effects on the mind and body.

21061: **Kevin's Story.** The true story of Kevin, an 18 year old who killed a teenage girl in a head-on crash while driving intoxicated. Sentenced to 40 hours of community service a week for one year, Kevin relates his story to others.

21062. **Kevin's Story II.** Continues where "Kevin's Story" ends. Kevin returns to drinking and once again finds himself behind the wheel of a car. He discusses problems with drinking and driving and how a person can have fun without drinking and driving.

21063: **Downfall: Sports and Drugs.** A documentary about athletes showing students the real consequences of drug use and the joy and pride of living drug free.

21064: **Dusty the Dragon and Dr. Hogan Talk About Tobacco.** Dr. Margie Hogan takes Nicky Teen to court to try to convince Dusty the Dragon not to start smoking. Dr. Hogan uses animated characters as witnesses to relate the truth about tobacco.

21065: **Alcohol, Tobacco and the Other Drugs:** Narrated by JoAnn Mihalyi and Connie January, this video explains the ingredients of alcohol and tobacco, their effects on the body, effects of advertising, statistics, and stages of intoxication. It also describes the four categories of drugs and their effects.

21066: **Pieces of Silence.** A story of a family that has suffered the impact of an alcoholic parent. For use by administrators and teachers, the video deals with the pain, guilt, and frustration of living in a dysfunctional family. Designed to promote discussion and understanding.

21067: **Inhalant Abuse.** Designed for use by parents and professionals, this video shows a variety of practical solutions to combat the increasing problem of inhalant abuse.

Science

21068: **Power to Protect: Three Stories About Ground Water.** Discusses how communities have dealt with ground water pollution and how important water is to all life. ■

We're looking for a few great programs...

The Office of Public Instruction is often asked to nominate educational programs for special recognition. We need your help in locating innovative, exemplary Montana programs both for nominations and so we can tell the rest of Montana's educators about them.

If you know of programs that deserve recognition, please fill out this form and return it to Gail Gray, Office of Public Instruction, State Capitol, Helena, MT 59620.

For more information, call 444-2089.

Exemplary Program Recommendations

Program name:_____

School name:_____

Program Contact:

Name:_____

Title:_____

Address:_____

Phone:_____ FAX:_____

Category

- ❑ Academic (list type)_____
- ❑ Affective Domain Program
- ❑ Extracurricular
- ❑ Student Achievement/Awards
- ❑ Special Needs Student

Reason for recommendation (attach additional sheets if necessary):

Referred by:

Name:_____ Title:_____

Address:_____ City:_____

State:_____ Zip:_____ Phone:_____ FAX:_____

Putting our heads together—for the children

First in a series of articles on special education

Introduction

In the spirit of integration, the Department of Special Education at the Office of Public Instruction took a hard look this past summer at teaching-learning relationships, structures, mainstreaming, and the relationship between special and regular education.

We spent many hours considering how to get information about programs and services to all teachers in an effort to increase the quality of services for special needs students within the mainstream system. We considered the concept of integration and the whole child. We talked about how special education can interact with regular education to cultivate students who are caring, healthy, autonomous thinkers, and responsible citizens. To educate students so that each emerges as a competent, life-long learner, we felt, school systems need to ensure curricular and social continuity throughout a student's years. Special educators and regular educators need to "put our heads together" for the benefit of all our children.

At length we decided the best way to communicate with general educators is through Montana Schools. *Instead of publishing a special education newsletter, we will offer a series of articles in the next several issues of* Montana Schools, *which reaches a far greater audience than a special education newsletter would reach. We hope this will allow us to become more accessible to special education teachers and general educators alike.*

We are committed to coordinating programs that lessen educational fragmentation by establishing a link between special and regular education. Through Montana Schools, *we hope to begin establishing this important link. We view this as a step toward collaboration and integration between special and regular education. We welcome your thoughts, ideas, and comments. Please send them to Susan Bailey, Office of Public Instruction, State Capitol, Helena, MT 59620.*

—Your Department of Special Education staff

Special education: a dilemma, an opportunity

On September 12 and 13, 1991, about 200 school superintendents, principals, teachers, and Office of Public Instruction staff converged on Great Falls for the annual Superintendent's Conference, sponsored by Superintendent Nancy Keenan. The theme of the conference was "Special Education: A Dilemma, an Opportunity." During the conference, several top-notch speakers discussed with a rapt audience the problems faced by both special and general education.

The dilemma

Superintendent Nancy Keenan began the conference by describing some of the more perplexing problems facing education, particularly between the worlds of special and general education.

The most basic problem, Keenan said, is that demands being placed on schools in all arenas are increasing, and resources for meeting these demands are not. Montana's special education child count has increased about 14 percent over the last three years alone, bringing the total to a record high, while special education funds appropriated by the legislature have remained the same at $33.4 million. Federal money has increased modestly, but not nearly enough to keep up with the growth in programs.

Special education is mandated; that is, schools have no choice but to provide it where it is needed. This has led to a competition with general education for funds. The limitations placed on school budgets in the wake of House Bill 28 have made the situation worse, since districts no longer can go to local voters requesting substantially more money. Hence the dilemma—how to provide mandated services at reasonable cost to increasing numbers of special education students without interfering with general education.

Your Department of Special Education staff. Back row, left to right: Lynnette Lake, Accounting Specialist; Dan McCarthy, Preschool Specialist; Carrie Castle, Administrative Assistant; Bob Runkel, Director; Merle DeVoe, Audiology Specialist; Sue Paulson, Policy/Monitoring Specialist; Tim Harris, Transition/Monitoring Specialist. Front row, left to right: Mike Chapman, Computer Application Specialist; Marilyn Pearson, Special Education/Federal Programs Specialist; June Miller, Deaf/Blind Specialist; Susan Bailey, Personnel Development/Monitoring Specialist.

An opportunity

Dr. Laurence Lieberman, a nationally recognized author and leader in the development of effective special education programs, offered his thoughts on addressing the dilemma. His keynote speech was entitled "Preventing/Preserving Special Education for Those Who Don't/Do Need It," a combination of the titles of two of his books. Dr. Lieberman, a strong and incisive speaker with over 20 years in the field of special education, has firm, often controversial, opinions and solutions.

What is the difference between "handicap" and "disability?" Lieberman asked. A disability, he explained, is an objective, measurable condition. Something doesn't work right. A handicap, on the other hand, is a matter of perception, a subjective determination that too often accepts fatalistically that a person will never be able to measure up. A counter-productive mind set, for instance, can be a handicap to a person without a disability.

Likewise, a person with a disability is not necessarily handicapped, even though typically he or she has more difficulty doing some things. A person with cerebral palsy might require a wheelchair or a computer but otherwise might have no difficulty maintaining academic progress.

"Disabled" does not necessarily equal "handicapped." According to Dr. Lieberman, *special education is for children who are in danger of becoming handicapped.* The function of the special class or special course work is to supplement areas of disability in such a way that the person can function effectively in school, in relationships, and in the world. Often, this means adapting school materials to allow the student to learn in nonstandard ways.

Lieberman stressed that special education does not mean pulling the student out of the classroom. In this respect, he said, "special education needs fixing." We need to think in terms of "pushing into," not "pulling out of." We need to get teachers with special training in the problems of disabled students *into* the general classroom. If the problem is disruptive behavior, we should solve the problem where it exists—in the classroom, not down the hall somewhere. If several general education students find themselves grouped around a table with learning disabled kids, so much the better. Everybody wins, and the sharp lines often drawn between general and special education will blur and finally disappear. That, said Lieberman, is where we need to go.

Getting there requires flexibility, innovation, and sincere attention to what a student needs. Don't wait to get an expert opinion on everything, Lieberman advised. Local knowledge is often better than that of an outside expert. An open, caring attitude often is more important than the most expensive technology in effecting change and progress.

The tool of choice for handling problems prior to special education referral has been called many things, including the prereferral process, the teacher assistance team, and the crisis intervention team. This process is building-based, consisting of team members from general education, not special education. You don't need specialists at this stage, Lieberman said, only motivated regular teachers. The process ideally is informal. The principal, ultimately, must make the process work—otherwise, it won't work. Most principals are too busy putting out endless brushfires, he said, but they could avoid many brushfires with proper planning and a dedicated prereferral process.

"Preventing special education referrals must occur if we are going to preserve the resources of special education for students who really need it."

Preventing special education to preserve it

Lieberman stressed repeatedly the value of teaching *basic skills* through the early years of school. Most reading problems are really due to poor language development, for instance. For that reason, the devel-

(Continued on page 9)

(Continued from page 8)

opment of language is the single most important skill a student can receive. If language is mastered, a great many problems with science, math, and English will simply never show up. Lieberman believes far too many students are in special education because they lack mastery of basic skills such as language. Modifications to general education curriculum can prevent many later referrals to special education.

Mike Chapman

Preventing special education referrals must occur if we are going to preserve the resources of special education for students who really need it. Otherwise, we will face crisis after crisis, with an unknown outcome. Updating our system of special education to meet the emerging needs of students will take a lot of planning, collaboration at all levels, open-minded innovation, and hard work. With that, we can look forward with confidence into the next century. ■

—Mike Chapman, Computer Application Specialist

How do you spell relief? "HB 999"

Montana's school districts heaved a collective sigh of relief when the 1991 legislature passed House Bill 999. Finally, financial help has arrived for the educational costs associated with placing children with disabilities in residential facilities and psychiatric hospitals.

Prior to passage of House Bill 999, school districts were financially at the mercy of placements made by state agencies. All too often, districts were unprepared for the financial obligation when a state agency placed a child in a residential facility or psychiatric hospital. Many times, these placements were made *after* the school district had completed its budgeting. That sent the district scrambling to pay the education fees or "tuition" charged by the facility or hospital. These costs were not only unexpected, they were often high.

Bob Runkel

House Bill 999 changed all that. Effective July 1, 1991, education programs for children attending in-state residential treatment centers and children's psychiatric hospitals will be funded directly by the Office of Public Instruction through appropriations provided in House Bill 999. This applies to children who are emotionally disturbed, whether or not they are also eligible for special education.

Basically, the change means school districts and county superintendents are no longer responsible for the education fees charged by in-state residential treatment programs or children's psychiatric hospitals, including the Intermountain Children's Home in Helena, Rivendell Hospitals in Billings and Butte, Shodair Hospital in Helena, and Yellowstone Treatment Center in Billings.

House Bill 999 also addresses out-of-state placements. If a state agency takes a child with disabilities who needs special education and places him or her in an out-of-state public school or residential facility, OPI must pay the education fee or tuition. If the child does not have disabilities that qualify him or her for special education, the county superintendent of the county where the child's parents live is responsible for all or a portion of the educational costs, to be paid from county equalization funds.

House Bill 999 was a bright spot for education during the 1991 legislative session, lending a welcome hand to financially beleaguered school districts. ■

—Bob Runkel, Director, Department of Special Education

Grants available

The Department of Special Education at OPI is making grant funds available for school districts and special education cooperatives. These grants will help fund inservice training and technical assistance; special transportation needs as identified in a student's individualized education program; and specialized, adapted equipment needed by some special education students to benefit from their instructional programs. These grant funds are available through Part B of the Individuals with Disabilities Education Act.

A limited amount of set-aside funds are available to help state special education professional groups such as the Montana Association of School Psychologists; Montana Speech, Language, and Hearing Association; and Council for Exceptional Children provide training for their members. Limited funding for inservice training is also available to parent organizations and individual parents of children with disabilities. For more information, call Carrie Castle at 444-2504. ■

—Marilyn Pearson, Special Education/Federal Programs Specialist

Transporting special education students

Montana law requires that a free, appropriate public education must be provided to all special education students beginning at age three. For some special education students, a free, appropriate public education starts with a ride to school.

Marilyn Pearson

If a special education student requires transportation as a related service, it must be provided at no cost to the parent. And as of the 1991 state legislative session, with passage of Senate Bill 82, the state must pay 100 percent of on-schedule costs for special education transportation.

In order to be eligible for state transportation reimbursement as a special education student, a student must be at least three years old, identified as a special education student, and have a parent-approved individualized education program (IEP). Eligibility for state transportation reimbursement for preschool children with disabilities beginning at age three is the same as for all other special education students.

Transporting special education students can be achieved in a number of ways—by providing regular transportation as with any other eligible student, or if necessary, on a special education bus; through an individual transportation contract with the parent; or through another acceptable and appropriate manner. Transportation as a related service must be identified on the student's IEP.

If you have questions regarding eligibility for state reimbursement, Jean Pfeffer, Transportation Specialist at the Office of Public Instruction, can help you. Call her at 444-3096. Questions related to special education transportation and the use of Part B (federal) funds should be directed to Marilyn Pearson, OPI's Special Education/Federal Programs Specialist, at 444-4428. ■

—Marilyn Pearson

McCarthy reappointed to council

Governor Stephens has reappointed Dan McCarthy, Preschool Specialist at the Office of Public Instruction, to the Family Support Services Advisory Council. The council addresses services for infants and toddlers with developmental delays or disabilities. The Developmental Disabilities Division of the Montana Social and Rehabilitation Services is the lead agency for this program.

Public Law 99-457, the 1986 Amendments to the Education for All Handicapped Children Act, established a national program of early intervention services for infants and toddlers with developmental delays. It required states to establish an interagency coordinating council with representatives from agencies involved with providing services to, paying for, or interacting with infants, toddlers, and preschool-age children with disabilities and their families. Montana's council guides development of policies relating to services for these children and their families. "Our responsibilities begin when these 'little guys' turn three," McCarthy said. ■

Dan McCarthy

Recommended reading

Early childhood education and the elementary school principal: Standards for quality programs for young children. 1990. Alexandria, VA: National Association of Elementary School Principals.

Knitzer, J., Steinberg, Z., and Fleisch, B. 1990. *At the schoolhouse door: An examination of programs and policies for children with behavioral and emotional problems*. New York, NY: Bank Street College of Education.

Lieberman, L.M. 1984. *Preventing special education ... for those who don't need it*. Newton, MA: GlowWorm Publications.

Striefel, S., Killoran, J., and Quintero, M. 1991. *Functional integration for success: Preschool intervention*. Austin, TX: Pro-Ed.

Turnbull, H.R. 1990. *Free Appropriate Public Education: The Law and Children with Disabilities* (Third Edition). Denver, CO: Love Publishing Company.

Calendar of special education events October-December 1991

Oct. 4: Regional inservice training grants due to Office of Public Instruction

Oct. 15: Special Education and the Law (mediation), Heritage Inn, Great Falls

Oct. 16: SAM/Section 504, Heritage Inn, Great Falls

Oct. 17-18: Montana Education Association Conference, Billings

Nov. 1: Individual school district/cooperative and first-time inservice training/technical grant awards assistance due to OPI

Nov. 13-15: Developmental Disabilities Conference, Holiday Inn Parkside, Missoula

Nov. 15: Budget applications to be mailed to school districts

Nov. 18: OPI/CASE special education directors meeting, Helena

Dec. 1: Child count taken

Dec. 10: Child count due to OPI

Dec. 20: Budget applications due to OPI

Browning's drug-free program builds pride

Some school districts refuse to settle for best.

Take, for example, the Browning School District, which serves some 1,800 students on the Blackfeet Indian Reservation. This year, Browning Middle School was named the winner in the prestigious U.S. Department of Education's Drug-Free Recognition program. Despite such national recognition, the Browning district recently contracted with the Western Regional Center for Drug-Free Schools and Communities to update its drug education curriculum and learn about the latest effective drug education methods.

"I simply felt a need for the people here to explore some of the curriculum models that are available," says Gwen Brott, drug and alcohol coordinator for the district. "We've had a drug and alcohol curriculum in place for six years, but it's time to learn more about current methods and to apply what's relevant for our students."

The Browning School District includes seven elementary schools, a middle school, and a high school. The Blackfeet Reservation blankets more than 1.5 million acres and enrolls about 13,200 members in the rugged high plains of northern Montana. Poverty, unemployment, homelessness, and alcohol and other drug abuse are chronic problems.

Unemployment soars to 75 percent seasonally and holds steady at about 38 percent, says Superintendent J.R. Clark. About 96 percent of the district's 1,800 students are Native Americans, and 80 percent of the students' families are below the federal poverty level.

"We have a high-risk population here and high unemployment and crime that fits into that," Brott says. "We have high use of alcohol on this reservation. I don't think we have a lot of use in the schools, but we know that students are using drugs in our community."

Adds Clark, "We are one of the few school districts I know of in Montana that admits we have problems. We admit we have poverty. We admit we have cocaine. We admit we have drunks on our streets. We admit we have homeless."

But the schools, along with other health, community, and church groups, also work to reduce the conditions that lead to such despair. "Every agency on our reservation has a component trying to work with our people," Clark notes.

The school district also has a reputation for progressive education that includes cooperative learning, whole language instruction, a nationally recognized drug and alcohol program, and other practices that reinforce basic learning while strengthening student self-esteem, character, and social skills. "We believe it's important for our kids to learn reading, writing, and arithmetic," Clark says. "But we also believe it's important that our kids learn social graces, conflict resolution, and respect for other people."

Those lessons are a part of many of the district's drug education programs, such as those at Browning Middle School. "The middle school philosophy," Brott says, "is to help students build a positive self-image. Every teacher in the school does something in the curriculum to build self-esteem."

"We believe it's important that our kids learn social graces, conflict resolution, and respect for other people."

In language arts, for example, students receive lessons in Native American cultural pride, journal writing on feelings and emotions, values clarification, making choices, dealing with others in a positive way, working with and being examples for smaller children, and self-esteem building. In social studies, they participate in cooperative learning activities; suicide prevention; peer-group pressure; responsibility for self, others, and the world; and the study of other cultures. In science, students learn about chemical awareness and problem solving and participate in the DARE program. In art, they create antidrug posters. In math, they receive a dose of statistics on drug use and abuse, effects of drugs on Native Americans, and information on drinking and driving.

Brott cautions against viewing national Drug-Free School Recognition award winners as schools that have whipped their drug problems. "It says that our goal is to be drug free and that we have a strong drug education program in place. The award is a way to recognize that we are working with our students to help them lead alcohol- and drug-free lives."

And, Brott says, the Browning schools have a tough road ahead of them. Some students, she says, begin experimenting with inhalants in the fourth grade and earlier. As the students get older, pot becomes more popular, and there was a cocaine bust at the middle school this year. Tobacco use also is widely accepted, and as many girls as boys chew tobacco, Brott says.

Positive peer support and cultural pride are part of Browning's award-winning strategy for promoting drug-free and alcohol-free lives among youth.

The drug of choice, though, is alcohol. And that's no different from other schools around the country. The prevailing attitude among some parents and community members, Brott says, is: "My kids only drink. At least they don't do drugs."

To dispel that notion, Brott points to public drunkenness and panhandling on the main strip through town. "We talk about that with the kids," she says. "We ask kids how it feels to have an uncle out there. How it feels to have your 19-year-old brother out there."

While such an approach is a visible reminder of the dangers of alcohol and other drug abuse, the Browning district drug education program focuses on self-esteem building and other positive reinforcements that can help young people make responsible choices and stay drug free. And it includes a web of support groups that provide a safety net for students.

Among the activities are suicide prevention and peer counseling groups, weekly DARE program meetings, Ala-teen support, exploratory classes, a vision team, a sobriety rodeo, antidrug video production, and a clowning program in which upper-level students dress up as clowns to urge younger children to lead drug-free lives.

The focus on drug and alcohol prevention among students could not be achieved without community support, Brott adds. Businesswoman Becky Rosenberger is among the community members who has promoted drug- and alcohol-free schools. Rosenberger and her husband, Larry, felt they were insulated from alcohol and drug related tragedy because they had personally committed to leading alcohol- and drug-free lives. However, the couple's daughter, Lona, was killed in an alcohol-related traffic accident when she was a high school sophomore in 1989.

"We had always thought that things like that wouldn't touch us," Becky Rosenberger says. "But things going on in the community can reach into your home."

The Rosenbergers have stepped up their involvement in working to make Browning an alcohol- and drug-free community. "We feel a drug- and alcohol-free community is the only safeguard for your children," she says. "It seems improbable to achieve, but it's not impossible." Drug-free activities are provided for young and old in Browning, Rosenberger says. For example, weekly drug-free dances are open to people of all ages. Community members also are monitoring bars to ensure that they do not serve alcohol to minors. "We're not just reporting violations, we're demanding that something be done," Rosenberger says.

"I wish that the young people in our community could live each day in a drug-free and alcohol-free environment," Rosenberger says. "But if they can't do that, at least I want them to have the strength to say no to drugs and alcohol themselves.

"One kid saying no is going to influence another kid who is on the borderline. It's a positive peer-group influence that develops." ■

—Tony Kneidek

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Are we teaching teachers the power of positive self-esteem?

A letter to Superintendent Keenan
—by Mary Ellen Mount

Dear Superintendent Keenan:

I have been a classroom teacher for 25 years, 13 of which have been in Montana, and I have some concerns that I would like to share with you.

For the last five years before moving to Missoula, I worked at Pine Hills School in Miles City. I was a tutor for those boys who were confined to their lodges. I also worked with them in group situations to prepare them for the social training often missed by juvenile offenders.

I was really shocked to hear the boys compare stories about statements made to them by various teachers. Some of the teachers announced to a classroom the certainty of a boy going to Pine Hills at some point in his life. I certainly realize that many students are very difficult to manage in a classroom situation, but I see no need to direct negative remarks to a student whose self-esteem may have already touched near bottom. Other teachers had called them names and made fun of them. Do these teachers not realize that the more negativity used against a student, the more negative his behavior will become?

Please realize that I am not against discipline, but I am opposed to a form of discipline that is given in anger, out of frustration, or done at the risk of the humiliation of a student! Negative discipline given in front of the class may also feed on the negative ego of the perpetrator, and may act as a green light for more of the same behavior. Unfortunately, many of our young people get little to no recognition unless they do something wrong, and I am sure they would rather have negative recognition than none at all.

I am very interested in what is happening to the youth of our state. Having worked with many different kinds and ages of students, I have found many things that help students develop their positive self-esteem and help them start growth toward a positive adult role in society. When I would try to share these things with teachers, who in my opinion were verbally abusing a student, they could not or would not see how negative remarks might have any effect on the child. When I felt it was necessary, I would go to the administrator, who agreed with me but refused to take any action to stop it. So it would continue!

I am very concerned at this point about what teachers are taught in the direction of building positive students. Are they instructed in the growth of positive self-esteem? Do they receive instruction on positive behavior modes and anger control? Do they receive help in creating positive discipline that can be carried out and still not wound and embarrass the disciplined youth? The students have counselors in the school systems to help with problems that they may have. Do teachers have such a person trained in positive behavior modes to help them when educational problems occur? Are there persons available who can work with teachers to help them accept constructive criticism, even from their students, and not feel threatened? I feel these are some of the areas that are important to teachers at any level of teaching. Yet these are the areas that I see violated day after day and in school after school. I am sure many of these instances happen without knowledge of the teachers, but with the same humiliation to the student.

There are many good teachers in this state who have mastered techniques for pupil management geared toward positive growth of the student. There are many teachers who could become better teachers if they could gear themselves toward the positive growth of their students. Positive creates positive; therefore, this may be the way to, in time, create a generation of happy, positive, young people who will be the parents of the same kind of children.

My letter is designed to find out what I might be able to do to improve student-teacher relationships, not only improving education in Montana, but helping to create a youth population who might in time not need drugs or alcohol to make them "feel good" about themselves. Just perhaps, planting positive seeds and learning how to nurture them may ensure us all a better society in which to live.

Thank you. ■

"Field Notes" is a forum for Montana educators, parents, and students. Views expressed in Field Notes do not necessarily reflect views of the Office of Public Instruction. You are invited to send your views to Editor, *Montana Schools*, Office of Public Instruction, State Capitol, Helena, MT 59620.

This issue's Field Notes come from Missoula.

Bridges

Now *that's* community involvement!

Community involvement in education comes in many forms and sizes. And it doesn't always come from *current* members of the community, as Plevna recently learned when a former resident made a spectacular contribution to local education.

Mrs. Peter Muth grew up in the small eastern Montana town of Plevna. Although she moved to California later in life, she has continued to stay in touch with her hometown, occasionally visiting in the summer.

Two summers ago, Muth met Superintendent Earl McKinley of Plevna Public Schools. He told her about his dreams of a distance learning project that would link schools in Plevna, Ekalaka, Terry, and Baker using two-way, interactive television.

The technology would allow students in the four communities to take classes together with the aid of monitors and video cameras. The schools could share resources and greatly expand their curricula. For example, when the Spanish teacher in Baker held class, students in Ekalaka, Plevna, and Terry could participate while the schools shared the cost of the teacher's salary.

As plans for the project matured, McKinley talked to Muth again. She told him she would like to contribute $20,000 for the project.

"I was a bit taken aback," McKinley says. Nevertheless, in March 1991, McKinley accepted a $20,000 check from Muth. Thanks in part to her help, Montana's first interactive television project was launched this fall.

Plevna High School students participate in Spanish class with Baker, Ekalaka, and Terry students via interactive television.

Not only will the project expand opportunities for young learners, says McKinley, "It will also open a lot of doors for the adult community." Adults will be able to take courses from community colleges in Glendive and Miles City. Eventually, they will be able to link with the Montana University System and with other distance learning projects.

Civic groups, too, will benefit from the project. Lifelong learning in the four communities can take place 24 hours a day, since it costs no more to operate the system for 24 hours than it does to operate it for a minute.

Plevna is now putting the finishing touches on a new studio, possibly to be called the Muth Studio, to house its interactive television equipment. The school is also building a second studio in hopes of receiving a federal grant that will allow it to hook into the Public Broadcasting System. If it receives that grant, which McKinley believes it will, Plevna will be able to receive the public television signal and transmit it to other nearby communities. Students will also produce their own programming for public television.

The two technologies, public television and interactive television, will work together in bringing new opportunities to learners of all ages, building bridges between Plevna, Ekalaka, Terry, Baker, and the world. ■

Dispatches

"Dispatches" are updates from Office of Public Instruction specialists. Specialists may be contacted at the phone numbers listed or by writing OPI, State Capitol, Helena, MT 59620.

BUSINESS EDUCATION
Marion Reed, Specialist
444-4454

National Leadership Conference
More than 160 Montanans participated in the Business Professionals of America National Leadership Conference in Orlando, Florida, in spring 1991. Students and advisors were enthusiastic, participated in many activities, and represented Montana well.

The following students and chapters were recognized during the awards program:

Melstone H.S., 7th place, Computer Aided Graphics Team; Ron Hills (Colstrip H.S.), 3rd, Computerized Accounting; Brittney McKay (Cascade H.S.), 6th, Computerized Accounting; J.C. Murray (Garfield Co. H.S.), 8th, Data Assistant; Krista Blake (Sidney H.S.), 9th, Employment Skills A; Bozeman Senior H.S., 7th, Financial Analyst Team; Cheryl Alton (Absarokee H.S.), 1st, Financial Assistant; Ron Hills (Colstrip H.S.), 3rd, Financial Specialist; Deanna Korman (Saco H.S.), 4th, Information Processing Assistant; Colstrip H.S., 8th, Parliamentary Procedure Team; Jeanette Montgomery (Sidney H.S.), 9th, Prepared Communications II; Wendy Hulett (Helena H.S.), 1st, Shorthand Transcription; Myra Kuykendall (Helena H.S.), 9th, Shorthand Transcription; Montana, 7th, State Yearbook (prepared by Marlene Walker, state vice president, Bozeman).

Twenty-three other Montana students ranked in the top 20. Achieving a rating in the top 20 at national competition is excellent. Montana also received recognition for meeting our target in the "Target Growth" campaign.

State advisor Marion Reed was elected to a second term on the board of directors and as chairman and received the Outstanding Service Award.

GUIDANCE
Judy Birch, Specialist
444-5663

Montana counselor turns author
One of our own, Bozeman counselor Mark Salo, has written, illustrated, and published *Marny Finds a Friend—Her School Counselor*. Marny's school counselor looks "suprisingly" like the author and illustrator. Congratulations, Mark!

Legal and ethical concerns
The Montana School Counselor Association is distributing a brochure called "Common Legal and Ethical Concerns of School Counselors in Montana." If you have not received a brochure, contact Mark Salo, 725 Painted Canyon Dr., Bozeman, MT 59715.

Grant information
A guide to more than 100 federal antidrug grant programs, offering more than $4 billion in 1991, is available from Government Information Services. The subscription price for the guide is $192, including quarterly and weekly newsletters. To order the guide, contact Government Information Services, 1611 North Kent St., Suite 508, Arlington, VA 22209-2147 (703-528-1000).

The Robert Wood Johnson Foundation has made funding of alcohol and tobacco prevention programs a major focus of its grant-making agenda for the 1990s. The foundation is especially interested in programs that prevent alcohol and tobacco use among children and youth. Contact Edward Robbins, Proposal Manager, Robert Wood Johnson Foundation, P.O. Box 2316, Princeton, NJ 08543-2316.

The Office for Substance Abuse Prevention is soliciting applications for demonstration grants addressing the prevention, treatment, and rehabilitation of drug and alcohol abuse among high-risk youth. Applications are due on an ongoing basis, January 20, May 20, and September 20 each year. For an application kit (order No. GRYR2), contact the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852 (1-800-729-6686). For more information, contact OSAP, Division of Demonstrations and Evaluation, Rockwall II, 5600 Fishers Ln., Rockville, MD 20857 (301-443-4564).

Undergraduate training program
The National Security Agency Undergraduate Training Program (UTP), a college tuition assistance program, is seeking applicants for the 1991-92 school year. The program is open to high school seniors nationwide. Applications are due November 10, 1991. Contact Kerry F. Alexa, Undergraduate Training Program Manager, ATTN: M322 (UTP), National Security Agency, Ft. George G. Meade, MD 20755-6000 (1-800-962-9398).

TRAFFIC SAFETY
Curt Hahn, Specialist
444-4432

Helmet laws: whose freedom?
After years of debate, California is joining 23 other states and the District of Columbia with mandatory motorcycle helmet laws for all riders. The legislation is effective January 1, 1992.

Mandatory motorcycle helmet laws boost helmet use to nearly 100 percent, reducing the number of brain injuries sustained in motorcycle crashes. In states where helmet use isn't required of all riders, the use rate is only about 50 percent.

The tragic consequences of crashing without a helmet are illustrated in a new IIHS film, "Helmet Laws: Whose Freedom?" The film features the survivor of a motorcycle crash who now requires constant care because of the effects of a brain injury.

The eight-minute videotape is for sale at $25 or available for free loan in half-inch VHS or three-quarter-inch format. Specify your preferred format when ordering from the Communications Department, Insurance Institute for Highway Safety, 1005 N. Glebe Road, Arlington, VA 22201.

Child restraints
The Evenflo company is recalling 14,387 Ultara II child safety seats that fail to meet the safety standard of the National Highway Traffic Safety Administration (NHTSA). Tests performed by the agency and confirmed by Evenflo show the Ultara II seat would allow a child's head to move too far forward in a crash when the seat is used in a front-facing position, according to NHTSA. The company will provide owners of the seat, manufactured between January 5 and June 18, 1990, with a new shell and instructions on attaching it to the existing front T-shield. Evenflo's other seat models are not included in the recall. Owners of the Ultara II can contact the manufacturer by writing Evenflo, 1801 Commerce Drive, Piqua, OH 45356 (1-800-837-8926).

Simulator cars available
We have a limited number of single unit simulator cars available free to schools for use in traffic education programs. They are located in Lewistown; recipients would be responsible for transporting them. They are in excellent condition, complete with seats, steering wheels, instrumentation, and all related controls. You would find them very useful in teaching basic driving procedures. If interested, call me.

Traffic education reimbursement
Reimbursement for traffic education programs that were completed between July 1, 1990, and June 30, 1991, has been completed and distributed to schools. The per-pupil reimbursement for this payment is $140 and represents the highest payment provided to schools since the program's inception. For more information, call Karen Spranget at 444-3126.

1992 traffic education conference
The 1992 OPI/MTEA state spring conference/workshop will be held April 26, 27, and 28, 1992, at the Park Inn, Lewistown. Northern Montana College will offer two quarter hours of credit. Make your plans and get your requests into your school administrators right away. Registration information will be mailed in March 1992.

Traffic educator/automobile dealer of the year
The AAA of Montana, OPI, and the MTEA invite you to nominate a local automobile dealer and traffic educator for the automobile dealer/traffic educator of the year awards. Application forms are available from me. The 1991 Traffic Educator of the Year is Kevin Barsotti of Shepherd; Dealer of the Year is Denny Menholt of Billings.

1992 advanced workshops
The Office of Public Instruction will host 55 one-day advanced driver education workshops during April, June, July, and August 1992. These workshops are appropriate for any licensed driver and focus on evasive steering, controlled/threshold braking techniques, skid control, off-road recovery, and cornering. For more information or to reserve a workshop date, call 444-4432. College credit is available.

Driver's license application—legislative changes
Effective October 1, 1991, a driver's license application for minors only needs to be signed by one parent of the applicant (the question of custody will no longer be an issue). If a parent is not available, some other responsible adult (at least age 18) willing to assume responsibility may sign the application. The responsibility remains the same: If a minor operates a vehicle with negligence or willful misconduct, the person signing the application is jointly and severally liable, along with the minor, for any damages caused unless a motor vehicle liability policy that meets the minimum requirements provided by law is in effect.

In the past, an application had to have the notarized signature of the person signing for the minor. Effective October 1, 1991, an employee of the Department of Justice (the person at the driver exam station) can acknowledge the signature.

Effective July 1, 1991, the driver's license fee is $16. Contact your local driver services examiner if you have questions.

FOREIGN LANGUAGE
Duane Jackson, Specialist
444-3129

Foreign language enrollments
Foreign language enrollments in Montana are regaining lost

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ground. Based on the 1990-91 fall reports, 27 percent of students in grades 9-12 are enrolled in foreign language programs. Honor roll schools that meet or exceed 40 percent enrollments include:

Blue Sky H.S., Rudyard— 85%; Willow Creek H.S.— 73%; Billings Central H.S.— 73%; Valley Christian, Missoula— 64%; Plentywood H.S.— 59%; Moore H.S.— 56%; Broadview H.S.— 55%; Lavina H.S.— 55%; Brady H.S.— 51%; Lincoln H.S.— 51%; Hamilton H.S.— 50%; Belfry H.S.— 45%; Missoula County High Schools— 45%; Highwood H.S.— 44%; Bozeman Senior H.S.— 40%; Joliet H.S.— 40%.

By contrast, only 15 of Montana's public and private high schools do not list a foreign language program. State accreditation standards require all accredited secondary schools to offer a two-year sequence by July 1, 1992.

Fall conference
Foreign language teachers should make plans to attend the fall sessions scheduled in conjunction with the Montana Education Association conference in Billings, October 17-18.

Blue ribbon schools
Elementary schools that wish to compete in the national exemplary school competition should contact me for more information and application materials. Completed applications should be returned by November 27, 1991, to be eligible for state-level competition.

Australian exchange
Montana is entering the seventeenth year of its exchange program with Victoria, Australia. The International Teaching Fellowship exchange is open to all levels of the education profession. Applications are now available for the next exchange period, January 1993 to December 1993. Deadline for completed applications is February 1, 1992. Contact me for information and applications.

INDUSTRIAL & TECHNOLOGY EDUCATION
Jeff Wulf, Specialist, 444-4452

National Leadership winners
At the National Leadership Conference of VICA (Vocational Industrial Clubs of America) held this summer, two Montana members achieved major success. Tom Trisdale of Northern Montana College, a Capital High School (Helena) graduate, placed first in the postsecondary Automotive Service Technology contest. He was also elected national parliamentarian of the postsecondary division. John Watson of Fairfield High School was elected to the national office of Region 4 vice president.

Montana VICA has never achieved national office positions before—now we have two!

GIFTED & TALENTED
Michael Hall, Specialist
444-4422

Project EDGE
Excellence in the Dissemination of Gifted Education (Project EDGE) has completed its first summer training with the 40 Montana teachers chosen for the project. The teachers lived on either the Carroll College campus in Helena or the Eastern Montana College campus in Billings for the five-week training.

The intense, eight-hours-a-day-plus training has provided Montana with 40 "EDGE Scholars" who can consult with school districts across the state to help them better serve their high-potential students.

EDGE Scholars are available to assist school districts during the 1991-92 school year at no cost. To request assistance, contact me or the EDGE Scholars.

Eastern Montana EDGE Scholars:
Jeannette Anderson, Hinsdale; Mary K. Bowen, Billings; Thomas J. Capp, Wibaux; Elizabeth Douglass, Livingston; Nancy J. Eby, Billings; Linda Edwards, Lewistown; Susan Flentie, Lewistown; Shawn Harris, Colstrip; Eileen Karge, Wolf Point; Rebecca Lenhart, Billings; Pat Lowthian, Billings; Deborah McGrath, Laurel; Bruce Marsden, Lewistown; Arshi R. Nisley, Broadus; Sheila A. Peterson, Nashua; Gail Richardson, Park City; Karen Shaide, Fairview; Joan Shipley, Hardin; Joette Swindler, Colstrip; Vivian Taylor, Saco

Western Montana EDGE Scholars:
Joyce Brown, Turah; Ruth Carlstrom, Conrad; R. Keith Davey, Great Falls; Lynn Durham, Valier; Rona Engelter, Hamilton; Walleyne Flanagan, Fort Benton; Shelly Knight, Hamilton; Sharon Lamar, Condon; Barbara McGee, Bozeman; Kassie Parson, Arlee; Kathleen Pierce, Troy; Mary Ann Strothman, Missoula; Karen Stout-Suenram, Stevensville; Steven Swoboda, Shelby; Kathleen Turcott, Helena; Dianna Walker, Simms; Margie Willhite, Valier; Rhonda Williams, Browning; Carol Woody, Cascade; Shelia Youngblood, Butte

Now You Are 18
This informative booklet, written by Beda Lovitt, legal counsel at OPI, is designed for high school seniors as they prepare for life beyond high school. *Now You Are 18* provides a quick look at laws as they pertain to the rights, responsibilities, and privileges of 18 year olds in Montana. The booklets were distributed to district superintendents this fall. Superintendents will distribute copies for each high school senior to government and social studies teachers to incorporate into lessons as they prepare students for the future. The students will then have a handy resource to carry with them as they leave school. Funding for printing was provided by the Montana Law Foundation. If your school did not receive the booklets, contact Beda Lovitt (444-4402).

Law-Related Education
The Office of Public Instruction held it Tenth Annual Law-Related Education (LRE) Institute August 7-10, 1991. The institute provided Montana teachers with methods and materials to teach about democracy and our legal system. The ultimate aim of LRE is to provide a more informed citizenry and prevent juvenile delinquency. Participants were actively involved as institute instructors modeled lessons to teach about authority, justice, responsibility, and specific legal cases pertinent to living in our constitutional democracy.

Montana has a team of nationally certified instructors to assist school districts who are interested in LRE. Contact Dr. Linda Vrooman Peterson, Michael Hall, or Beda Lovitt at OPI.

LIBRARY MEDIA
Lorrie Holt, Specialist
444-2979

Technology reference network
Welcome back to school. I am putting together a Technology/Automation Reference and Information Network for Montana schools. I hope it will allow us to find out who has what, how they like it, and perhaps develop a trouble-shooting hot line. If you have any automation or research technology and would like to participate (or at least be included in the data base), please write me with the following information: hardware, software, use, costs (if possible), and comments. If you are interested in being more than just a part of the data base, please indicate that as well.

LANGUAGE ARTS
Jan Cladouhos Hahn, Specialist
444-3714

New Montana publications
Two uniquely Montana publications were sent to Montana's school libraries from OPI this fall.

One was *Signatures from Big Sky*, a joint venture of MATELA, Montana Association for Gifted and Talented Education, and Montana Art Educators Association. With the help of grants from the Montana Committee for the Humanities, Montana Power Company, and Artcraft Printers, the dream of providing an outlet for talented young Montana authors and artists finally became a reality.

The board of *Signatures from Big Sky* hopes the magazine can become an annual publication and that next year, students from every school in Montana will know they have the chance to be published right here in Montana.

Please ask your librarian to see a copy of this beautiful publication and encourage your students to enjoy the poems, stories, and art of their peers. Begin collecting your best student work, and watch for further details and deadlines in *Montana Schools*.

The other exciting new piece is the Montana Literary Map, published by the Montana Authors Coalition of Billings. This group donated 400 of these attractive and informative maps to OPI, which provided handling and mailing costs to get the maps to school libraries. The coalition has made an outstanding contribution to students of Montana literature.

MATELA also purchased several maps so members could have their own copies at cost. The maps are 40" x 28", parchment color, abundantly illustrated, and offer the most complete listing of Montana authors to date. Order your map by sending $10 to MATELA, P.O. Box 9261, Helena, MT 59604.

MATELA convention
The annual MATELA convention will be held in conjunction with MEA, October 17-18, at Castle Rock Junior High in Billings. Luncheon is at Lake Hills Country Club a few blocks away. Keynote

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speaker for Thursday's lunch is Jesse Perry, vice president of the National Council of Teachers of English and a noted authority on multicultural education.

The program includes over 30 sectionals to help teachers meet the new standards in communication arts, a sectional allowing teachers to exchange ideas that work, two sectionals providing information about censorship in Montana and the nation, and a forum on the new standards.

Topics range from whole language to metacognition, with presenters such as Geneva Van Horne, Beverly Chin, Margaret Grant, Sharon Beehler, Harry Smith, John Forsyth, and Mark Gibbons. I will present a sectional on what should be a hot topic this year: "Defining the Significant Writing Program."

NCTE convention

A national convention as close as Seattle presents a great opportunity for Montana teachers interested in language arts K-12. The National Council of Teachers of English goes west to Seattle for its 81st Annual Convention, November 22-27, 1991, "Free to Teach/Free to Learn."

More than 270 concurrent sessions in Part I of the convention will be housed in the Seattle Convention and Trade Center. The Day of Whole Language will be held Friday; novelist Maxine Hong Kingston, author of *The Woman Warrior*, will speak Friday night. Programs will include multicultural teaching and learning; Chapter I; and authors of children's, young adult, and adult literature talking about their works and the writing life.

Part II features workshops for teachers and supervisors at all levels. To list just a few of the 40 titles: Preview of National Board Certification for Middle School English Teachers; Folklore, Myths, and Legends of the Northwest; Planning a Portfolio Writing Class; Networks and Collaboration for Students and Teachers; Literature in the Elementary Classroom; and Sharing Healing Stories. For more information, please contact me.

READING
June Atkins, Specialist
444-3664

Reading resource directory

The Office of Public Instruction and Montana State Reading Council receive many inquiries about people who will share their expertise or experiences in reading. There is a great need for a reading speakers' resource directory in Montana, and I am working to compile one.

This directory will list educators willing to present workshops or to be resources for school districts, conferences, and local reading council meetings. Directory topics will include research in reading, whole language instruction, literature-based reading programs, comprehension strategies, interdisciplinary techniques, theme ideas, cooperative learning, and other literacy topics. I will share the directory with school districts, the Montana State Reading Council, local reading councils, and other educators.

If you would like to be listed in the directory, please send me the following information: your name, address, business and home telephone, topic(s) on which you would like to share information, appropriate grade levels, areas you would be willing to travel (within your local area or within the state), and your fee (if applicable).

Please send the information to June Atkins, OPI, State Capitol, Helena, MT 59620.

Important dates

Oct. 3-4: Wyoming State Reading Conference, Casper, Wyoming; **Oct. 5**: Five Valleys Reading Council, UM, Missoula, Pam Atchison, 722-4413 (work), 728-1744 (home); **Oct. 17-18**: MSRC Reading Conference, Holiday Plaza Inn, Billings, Barbara Walker, 657-2091 (work), 248-5046 (home); **Oct. 17**: Leadership Breakfast Meeting, Holiday Plaza Inn; **Oct. 18**: Board of Directors Breakfast Meeting, Holiday Plaza Inn; **Nov. 8**: Yellowstone Reading Council, Christina Schmidt, Ashland, 784-2568 (work), 436-2863 (home); **Nov. 11-17**: Children's Book Week, "The World is an Open Book"; **May 3-7, 1992**: IRA Conference, Orlando, Florida.

For further information, please contact me.

READMontana program

Last spring, OPI challenged students to read during the summer with the READMontana Summer Checklists program. The project provided day-by-day reading and writing activities for students and families. Students who completed the activities received a READMontana member certificate.

One participant, first grader Becky Gaul of Victor, offered these thoughts about the program:

"The READMontana Program was fun, I did it every morning. I got my name Publishent in the paper, for writing and asking for children's stories. My favrite making cookes. I like to Read. Thank you."

HIV/AIDS EDUCATION
Laurie Volesky-Kops, Specialist
444-3178

HIV/AIDS education program

The HIV/AIDS education training program in the 1990-1991 school year proved to be a very successful venture for OPI's HIV/AIDS Education Program and for the schools of Montana. About 500 Montana administrators, educators, and school board members attended 25 HIV/AIDS education training sessions provided by 23 Montana educators who attended a train-the-trainer workshop. In July, four more trainers were welcomed into the program.

The training sessions focus on teaching strategies of HIV/AIDS education; philosophy and rationale of HIV/AIDS education; classroom activities involving students in decision-making skills, risk-behavior identification, peer pressure skills, and critical thinking skills; technical aspects of HIV as a disease; homophobia and homosexual issues; and training design techniques.

To entice more educators to take advantage of scheduled regional training sessions during the 1991-1992 school year, the HIV/AIDS Education Program is offering these incentives: 1) the program will reimburse the school district for substitute fees for up to two teachers from each school district who attend an OPI-sponsored HIV/AIDS educational workshop IF a responsible district/school official (superintendent, principal, curriculum specialist, or school board member) also attends the workshop; 2) participants are eligible for .5 certification renewal credits IF the participant is present during the entire training session (participants qualifying for renewal credits will receive a certificate as proof of attendance); and 3) each participant will receive OPI-developed K-12 HIV/AIDS materials concerning curricula and policy information, comprehensive school health education materials, and resource information.

For information on attending a training session in your area, please contact the HIV/AIDS Education Program at 444-1964.

CHAPTER 2
Kathleen Mollohan, Specialist
444-4317

Funding watch

The congressional bill to watch for Chapter 2 funding is House Resolution 2707, the appropriations bill for the federal departments of Labor, Health and Human Services, and Education. Missing from both the house and senate versions of the bill is specific funding for any of President Bush's proposed educational excellence initiatives, his "America 2000" plan. In this plan, President Bush had recommended increasing to 50 percent the amount of Chapter 2 dollars retained at the state level for priority education programs, including parental choice initiatives.

The house and senate are very close in their recommendations for Chapter 2 appropriations, with the house recommending $477.6 million and the senate, $478.4 million. Either amount is an increase over the total granted to states last year, which was $448.9 million. Montana is one of the 14 states that receive the minimum grant award. Last year, these 14 states each received .5 percent of the total. The final vote on H.R. 2707 is expected this fall.

HOME ECONOMICS
Laurie Potterf, Specialist
444-2059

Expanding horizons

Eighteen home economics teachers participated in a computer/media workshop, nine in a family financial planning workshop, 29 in a middle school curriculum workshop, and 36 in a clothing and textiles update during the summer of 1991. When Montana home economics teachers take the opportunity to learn new techniques and share ideas, the students in vocational home economics reap the benefits! Reserve June 24-26, 1992, for "Home Economics Related Occupations in the Classroom" in Bozeman. To further expand your teaching and professional horizons, plan to depart from Bozeman on June 27 to attend the American Home Economics Association National Convention in Denver with the Montana delegation.

Use METNET!

To encourage you to practice using the new METNET Bulletin Board System (BBS), composite registration for the 1992 FHA/HERO State Leadership Conference (Bozeman, March 15-17, 1992) will be done via the BBS. This tool will ease our communication, shorten our distances, and open doors for teaching our students. (See page 2 in this issue of *Montana Schools* for information about registering for the BBS.)

Once you register for the BBS, send me a message notifying me that we can communicate via METNET. Even if you don't currently have FHA/HERO in your school, I still need to know you have access to METNET. You will receive more information about this registration process in January 1992.

National Leadership Meeting

Montana was well represented at the 1991 National Leadership Meeting of Future Homemakers of America in Washington, D.C., in July. Gold stars were earned by 11 participants representing Hardin, Opheim, Reedpoint, Colstrip, Plevna, and Stanford.

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Dispatches

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Silver stars were earned by 18 participants representing Belgrade, Plevna, Valier, Sheridan, Stanford, and Great Falls-CMR. **Bronze** stars were earned by two participants representing Circle and Shepherd. In addition to attending workshops designed to further acquaint them with FHA/HERO, Montana delegates met each of our state's congressmen and visited many of the historic sites of our nation's capitol.

Vocational Association
The Montana Vocational Association meetings in Butte are just around the corner. If you had a Carl Perkins consumer homemaking grant for the 1990-91 school year, bring hands-on results and a short oral summary of your project to share with others across the state. You won't want to miss Marsha Goetting's Financial Planning workshop, which includes an instructor manual and student workbook. See you there!

SOCIAL STUDIES
Linda Vrooman Peterson, Specialist, 444-5726

Czech teacher to visit schools
Last year, Jarek Teply, an English and geography teacher from Olomouc, Czechoslovakia, traveled some 6,000 miles across Montana to 39 different schools to discuss changes in Eastern Europe and Czechoslovakia. Teachers and students found his presentation informative and enjoyable.

Radical changes within many communist countries continue, as does the need for discussion about what these changes mean for the people of those countries, the U.S., and the world. Mr. Teply offers a rare opportunity to talk with a citizen from Eastern Europe. If you would like him to visit with your students, please contact me.

We can accommodate only a limited number of presentations due to budget cuts and to Mr. Teply's coaching schedule. First consideration will be given to schools Mr. Teply has not visited.

1992 National Geography Bee
The National Geographic Society has set dates for the National Geography Bee competition. Dates to remember are: **Oct. 15, 1991**: registration ends; **Dec. 2-13, 1991**: school competition; **March 27, 1992**: state bee; **May 20-21, 1992**: National Bee.

Information packets have been sent to 85,000 schools across the country with registration material included. Principals must register their schools directly with the National Geographic Society. If your school has not received this material, contact Mary Lee Elden, Director, National Geography Bee, National Geographic Society, 17th and M Streets NW, Washington, DC 20036 (202-828-5469).

National bicentennial competition
As part of the bicentennial of the Bill of Rights, Montana students and teachers are invited to get involved in an outstanding educational program, the National Bicentennial Competition on the Constitution and Bill of Rights.

In the competition, students work together as a class to prepare for simulated congressional hearings where they apply their knowledge of the Constitution and the Bill of Rights. Students prepare for their roles as experts testifying on selected constitutional issues by studying the new text, *With Liberty and Justice for All*, which provides a detailed examination of the history and current relevance of rights in American society. After passing a multiple-choice test, students testify on constitutional issues before a simulated congressional committee of constitutional scholars, lawyers, and government leaders.

After winning their congressional district competitions, classes advance to the state hearings to compete for the chance to represent Montana at the national finals, April 25-27, 1992, in Washington, D.C. Last year, an American government class taught by Bob Hislop of Bigfork High School won the state competition.

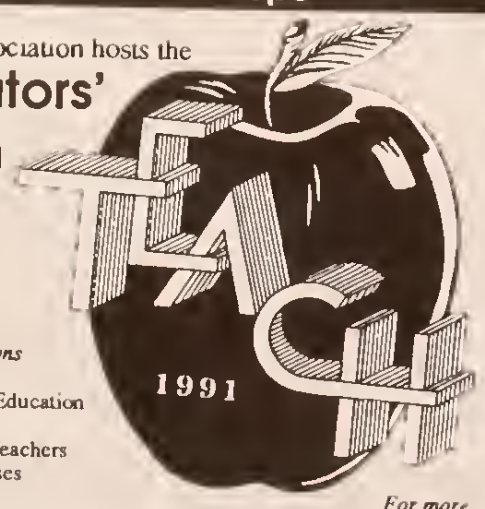
I am the state coordinator for this program; please contact me for more information.

Endowment programs
The National Endowment for the Humanities "supports exemplary work to advance and disseminate knowledge in all the disciplines of the humanities." To that end, the NEH announces grants in seven major areas: Division of Education Programs, Division of Fellowships and Seminars, Division of Preservation and Access, Division of Public Programs, Division of Research Programs, Division of State Programs, and Office of Challenge Grants.

For more information, please contact me or the Office of Publications and Public Affairs, National Endowment for the Humanities, 1100 Pennsylvania Ave., NW, Washington, DC 20506 (202-786-0438).

"Teach, Enlighten And Create Hope"

Montana Education Association hosts the
1991 Educators' Convention
Thursday & Friday
October 17-18
Billings



Other participating organizations and curriculum groups:
Assoc. of Gifted and Talented Education
MT Art Education Association
MT Association of Language Teachers
MT Association of School Nurses
MT Coaches Association
MT Assoc. of Teachers of English and Language Arts
MT Council for Computers in Education
MT Council for Exceptional Children
MT Council for the Social Studies
MT Council of Teachers of Mathematics
MT Library Association, School Library Media Division
MT Science Teachers Association
MT Traffic Educators Association
Technology Education Association of MT

For more information contact:
Montana Education Association
1232 East 6th Ave.
Helena MT 59601
1-800-332-2270

Bulletin Board

Listings in the Bulletin Board do not necessarily imply an endorsement by the Office of Public Instruction.

HOBY seminar
The Montana Hugh O'Brian Youth Leadership Seminar (HOBY) is scheduled for April 24-26, 1992, in Missoula. Outstanding high school sophomores selected by their schools are invited to attend the leadership seminar at no expense except travel. Contact Carolyn Eagle, Missoula County High Schools, 915 South Ave. W., Missoula, MT 59801.

Bison range discovery workshop
The Fall Outdoor Education Workshop, October 26, 1991 (note that the date has changed), at the National Bison Range offers four courses including outdoor activities and materials for primary and secondary levels. One graduate or undergraduate credit is available. Contact the National Bison Range, 132 Bison Range Rd., Moiese, MT 59824.

Younger Scholars Awards
The High School Younger Scholars Awards, sponsored by the National Endowment for the Humanities, support full-time work on independent research in the humanities. Winners work under the supervision of a teacher. Awards are $2,000, including $400 for the adviser. Applications must be postmarked by November 1, 1991. For guidelines and application forms, contact Younger Scholars Guidelines, Room 316, Division of Fellowships and Seminars, National Endowment for the Humanities, 1100 Pennsylvania Ave., NW, Washington, DC 20506 (202-786-0463).

School volunteer awards
The National Association of Partners in Education is sponsoring an Outstanding School Volunteer Awards Program. Individual school volunteers in seven categories will be recognized, and sponsors will donate a cash award of $1,000 to the first place winners' school districts in each category. A notice of intent to participate must be filed by October 11, 1991. Contact National Association of Partners in Education, 209 Madison Street, Suite 401, Alexandria, VA 22314-1934 (1-800-992-6787).

MAACE Conference
The Montana Association for Adult and Community Education (MAACE) will hold its annual conference October 17-18, 1991, in Lewistown, "The Challenge of Changing Communities: Are We Ready?" Sessions will include literacy and basic skills, building coalitions/partnerships, community careers, the new demographics, and leadership development. Contact MAACE, 250 Reid Hall, MSU, Bozeman, MT 59717.

Facilitator training
Community Care, Inc. of Missoula is sponsoring facilitator training November 22-24, 1991. The fee is $200. Two graduate or undergraduate credits are available. Counselors and social workers may receive 24 hours of continuing education credit; four ADAD certification points are available. Contact Kay Hoag, P.O. Box 20156, Missoula, MT 59801 (549-2890).

Bus for sale
Opheim School is accepting sealed bids on a 1982 GMC 35-passenger bus. The bus has a 366-horsepower engine and an AT 540 automatic transmission. Bids should be submitted to Connie Miller, Clerk, Opheim Public School, P.O. Box 108, Opheim, MT 59250.

Federal Reserve student essay contest
Montana students in grades 11 and 12 are invited to participate in the Federal Reserve's essay contest. Teachers must apply for entry by October 18, 1991. For information and application forms, contact Carol Lowell, 250 Marquette Ave. Minneapolis, MN 55480 (612-340-2447).

Et cetera

Earthquake!

Did you know Montana ranks fourth highest in the nation, right behind Alaska, California, and Hawaii, for the risk of major, damaging earthquakes?

House Bill 665, passed by the 1991 Montana Legislature, mandates earthquake emergency plans and procedures (drills) for all schools in the 11 highest earthquake risk counties of Montana (Title 20, Chapter 7, Section 1101, MCA). The 11 counties include Beaverhead, Broadwater, Deer Lodge, Gallatin, Jefferson, Lewis and Clark, Madison, Meagher, Park, Powell, and Silver Bow.

A joint memorandum recently issued to school administrators by the Office of Public Instruction and the Montana Disaster and Emergency Services Division outlined implementation guidance for earthquake emergency preparedness.

While some school districts already have plans and procedures, the vast majority of the 87 districts in the highest earthquake-risk counties need to develop them during the coming months.

For districts without plans, a schedule of two drills will be required. One is an in-place (duck-cover and hold) drill; the other includes full evacuation of the schools. These two drills should be scheduled for the spring of 1992 and should allow for weather considerations.

The Disaster and Emergency Services Division, with funding assistance from the Federal Emergency Management Agency's National Earthquake Hazard Reduction Program, will hire an earthquake program coordinator this October. This coordinator will provide guidance and assistance to school districts in earthquake emergency planning. To allow time for this planning, full compliance with House Bill 665 will not be required until December 31, 1992.

Guidance for drill procedures will be provided to all affected districts by December 31, 1991. This will allow for the abbreviated drill schedule to take place during spring of the 1991-92 school year.

Project Learning Tree

This year, Project Learning Tree (PLT) celebrates 15 years of offering educators supplemental curriculum for grades K-12.

Internationally, PLT is undergoing a major revision of its activity guide books. The new books will be more teacher-friendly, containing additional background information and extensions with adaptations to each activity. The secondary books will have modules covering biodiversity, forest conservation, recycling, built environments, and more. After field-testing this fall, the new guide books should be ready for distribution in the 1992-93 school year.

Scheduled workshops through 1991 are as follows: October 9: Helena Inservice, Helena; October 18: Flathead County Inservice, Kalispell; October 18: MEA Convention, Billings; October 26: National Bison Range, Moiese. Call PLT at 443-1566 if you want to attend a workshop or need more information.

Lewis and Clark Caverns

If your students have never visited Lewis and Clark Caverns State Park near Whitehall, with all its natural and historical wonders, they can catch a glimpse of it on a new videotape cassette available from the Montana Department of Fish, Wildlife and Parks.

The 28-minute video documentary, entitled "The Paradise Below," was produced in partnership with Margaret Kochman, a member of Montana's State Park Futures Committee, and her company, North Country Media Group of Great Falls. Profits from the sales of this educational tape will go to Lewis and Clark Caverns State Park. State park managers are now employing nonconventional methods such as video sales to bolster operating budgets for the financially strapped state park system.

To order a copy of "The Paradise Below," send $19.95 plus $2.40 for postage and handling, for a total of $22.35, to Lewis and Clark Caverns, "The Paradise Below," P.O. Box 949, Three Forks, MT 59752.

This document printed at government expense. Information on the cost of publication can be obtained by writing the Department of Administration, Helena, Montana.

CALENDAR

October

Prevention Month—Laurie Volesky-Kops, OPI, 444-3178
6-12: Fire Prevention Week—Curt Hahn, OPI, 444-4432
13-19: America's Safe Schools Week—Curt Hahn, OPI, 444-4432
13-19: National School Lunch Week—Div. of School Food Services, OPI, 444-2505
15: Montana Poetry Day—Don Akerlow, P.O. Box 100, Three Forks, MT 59742 (284-6655)
16: National School Lunch Day—Div. of School Food Services, OPI, 444-2505
16-18: Mont. Council for the Social Studies Conference, Billings—Linda Vrooman Peterson, OPI, 444-5726
16-18: Mont. Conference of Education Leaders, Great Falls, (SAM, MSBA, MASBO)—442-2510
17-18: Mont. Assoc. for Counseling and Development Convention, Great Falls—Judy Birch, OPI, 444-5663
17-18: Mont. Assoc. of Teachers of English Language Arts Convention, Billings—Jan Cladouhos Hahn, OPI, 444-3714
17-18: Board of Public Ed. meeting, Great Falls
17-18: Mont. Assoc. for Health, Physical Education, Recreation & Dance Annual Convention, Bozeman—Spencer Sartorius, OPI, 444-4434
17-18: Mont. State Reading Council Conference, Billings—Barbara Walker, 657-2091
17-18: Mont. Assoc. of Language Teachers, Billings—Duane Jackson, OPI, 444-3129
17-18: Mont. Federation of Teachers Conference, in conjunction with Montana Vocational Conference—Beth O'Halloran, MFT, 442-2123
17-18: Montana Vocational Assoc. Conference, Butte—Bob Nelson, 378-2502
17-19: Montana Council of Teachers of Mathematics Annual Conference, Billings
17-18: Montana Education Assoc./IPD Conference, Billings—MEA, 442-4250
20-26: School Bus Safety Week—Curt Hahn, OPI, 444-4432
20-26: Red Ribbon Week, programs statewide—Joanie Cassidy, 723-4001
26-30: National Indian Education Assoc. Convention, Omaha NE—Bob Parsley, OPI, 444-3013

November

3-9: National Chemistry Week—Andrea Stierle, 496-4117
11-17: National Children's Book Week
17-23: American Education Week
22-27: National Council of Teachers of English Annual Convention, Seattle, WA—Jan Cladouhos Hahn, OPI, 444-3714
23-25: Annual meeting of American Council on the Teaching of Foreign Languages—Duane Jackson, OPI, 444-3129

December

1: World AIDS Day—Laurie Volesky-Kops, OPI, 444-3178
5-6: Board of Public Ed. meeting, Helena
6-10: American Vocational Assoc., Los Angeles—Bob Nelson, 378-2502

January

16-17: Board of Public Ed. meeting, Helena

February

I Love to Read Month—June Atkins, OPI, 444-3664
American History Month
Black History Month
2-3: Mont. Assoc. of Secondary School Principals Midwinter Conference, Lewistown—442-2510
5-7: Mont. Assoc. of Elementary & Middle School Principals Convention, Billings—442-2510
9-15: Business Professionals of America Week & Vocational Education Week—Marion Reed, OPI, 444-4454
14-17: Western Business Education Assoc.—Trudy Formaneck 748-2920

March

Music in Our Schools Month
National Nutrition Month
National Women's History Month
Youth Art Month
1-7: National Foreign Language Week—Duane Jackson, OPI, 444-3129
15-17: Fourth Annual Distance Learning Conference, Billings—Lynne Longmire, OPI, 444-1625
19-20: Joint Board of Public Ed./Board of Regents meeting, Helena
19-20: MASCD Conference, Bozeman—Bryan Dunn, 585-1548

April

3-4: Business Education Forum, Helena—Marion Reed, OPI, 444-4454
6-8: Montana Indian Education Assoc. Convention, Billings—Bob Parsley, OPI, 444-3013
7: World Health Day—Laurie Volesky-Kops, OPI, 444-3178
8-10: Mont. Assoc. of Secondary School Principals Conference, Bozeman—442-2510
9-10: Montanans Caring for Kids Conference, Kalispell—Judy Birch, OPI 444-5663
15-18: National Business Assoc., Boston—Trudy Formaneck, 748-2920
20-24: Advanced Driver Education workshops, Lewistown Driver Education Facility—Curt Hahn, OPI, 444-4432
23-25: Mont. Assoc. of School Administrators, Helena
26-28: OPI/MTEA Traffic Educator's State Conference, Park